



# Northwick Manor Primary School Special Educational Needs (SEN) Information Report

June 2026

An extraordinary education for every pupil



Who

This book tells you all about the different animals that live in the UK and how they live. It is full of interesting facts and pictures. You can find out more about the animals in the book by looking at the page numbers.

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## Purpose of the SEN Information Report.

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how Northwick Manor Primary School implements The Rivers C.of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014).

## Northwick Manor Primary School Information

Northwick Manor Primary School is currently one of 16 settings within The Rivers C.of E. Academy Trust. Northwick Manor Primary School is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

Northwick Manor Primary school is a fully inclusive three form entry primary School located in Worcester. We are a large site with extensive grounds and vast green space which includes a forest school area and wellness garden. We aim to provide a high-quality education for all children by ensuring that all children achieve their potential whether that is personally, socially, emotionally and academically in all areas of the curriculum.

Currently, there are 15% of our pupils who are identified on the SEND register as SEN support and 3% of our pupils have an EHCP. Our school supports pupils across all four areas of need, including Communication and Interaction; Cognition and Learning; Sensory and/or Physical needs; and Social, Emotional and Mental Health (SEMH). The school's primary area of need is Communication and Interaction.

At our recent Ofsted (July 2022) we were awarded outstanding in all areas.



## Meet the SENCO

The SENCO at Northwick Manor Primary School is Mrs K Harrison. Mrs Harrison is an experienced SENCO and has been in post since September 2025.

Mrs K Harrison can be contacted in the following ways:

School office number 01905 454430

School office email- [nwoffice@riverscofe.co.uk](mailto:nwoffice@riverscofe.co.uk)

Direct email- [kharrison1@riverscofe.co.uk](mailto:kharrison1@riverscofe.co.uk)



## Identifying Children with SEN

At Northwick Manor Primary School we prioritise early identification of pupils with SEND. Early identification is demonstrated in a number of different ways, including:

- Informal observations by class teachers or inclusion teaching assistants.
- Concerns raised by parents.
- Ongoing teaching assessment, including results in statutory and optional assessments.
- Transition information from previous school or pre-school setting.
- Children's performance with key words, key spellings, phonic sounds, multiplication facts.
- Moderation of work across year groups.
- Book trawls by SENCo or members of SLT.
- Concerns raised by staff which results in staff completing a cause for concern to the SENCo.
- The use of standardised tests such as the Language screening test.

## Consulting with Families and Young People

We value the importance of establishing strong relationships with parents/carers and pupils and the need for effective communication. Parents and carers are invited to attend SEND review meetings at least three times a year. Pupils are also encouraged to share their views and reflect on their progress where appropriate on their individual education plan. For pupils with an Education, Health and Care Plan (EHCP), progress is formally reviewed through an annual review, involving parents, professionals, and the local authority as required and pupil's views are sought as part of this process.

We have early discussions with parents if we are considering whether a pupil may have SEND needs by discussing strengths and difficulties. We will monitor these difficulties over at least a term before identifying the pupil as receiving special education needs provision



and adding the pupil to the SEND register. Parents are notified when their child is added to the SEND register.

## Assessing and Reviewing Progress

At Northwick Manor Primary School, we use a graduated approach to assess and review the progress of pupils with Special Educational Needs and Disabilities (SEND) which is recommended in the SEND code of practice (2015) and supports the Worcestershire Local offer. This approach follows a continuous cycle of Assess, Plan, Do, and Review, ensuring that provision is responsive to individual needs and adjusted where necessary. Pupils' progress is closely monitored through quality first teaching, regular formative and summative assessments, and ongoing observations by class teachers and support staff. For pupils identified with SEND, additional assessment tools may be used, including standardised assessments, intervention tracking, and specialist assessments where appropriate from external providers.

Individual targets are set and reviewed regularly and are recorded within the pupil's Individual Education Plan (IEP) or support plan.

Termly pupil progress meetings are held between the class teacher, SENCO, and members of the Senior Leadership Team to evaluate the effectiveness of provision and interventions. Decisions are then made about next steps, including adaptations to teaching strategies, additional support, or involvement of external agencies.

## Supporting Transition

At Northwick Manor Primary School, we recognise that effective transition is essential for all pupils, including those with Special Educational Needs and Disabilities (SEND), at every stage of their educational journey. Transition arrangements are carefully planned and tailored to individual needs, ensuring pupils are well supported as they move between classes, phases, or educational settings.

We work closely with a range of settings to gather relevant information for pupils joining the school and to share appropriate information with receiving schools when pupils move on. When a pupil with SEND transfers to another school or setting, all relevant documentation, assessment information, and details of provision are shared promptly to ensure continuity of support and a smooth transition.

For pupils who require additional support, enhanced transition arrangements are implemented. These may include transition planning meetings involving key Northwick Manor staff, preschool or secondary school staff and SENCOs, the Area SENCO, and relevant external professionals. Additional transition support may also be provided through strategies such as social stories, transition booklets, pupil passports, or increased opportunities to visit the new classroom or setting.



The SENCO and EYFS Lead liaise closely with early years providers and may carry out visits to observe pupils within their current setting. Where appropriate, additional visits may be arranged outside of the school day or a phased transition may be offered to support pupils with more complex needs.

Prior to transition to secondary education, structured transition programmes are in place for all pupils. Northwick Manor staff meet with secondary school SEND teams to discuss pupils on the SEND register, and where necessary, pupils are supported to attend additional familiarisation visits. All SEND documentation is transferred securely to the receiving school.

If a pupil moves schools during their primary education, the school will work collaboratively with the new setting to provide appropriate transition support and ensure all relevant information is shared to support the pupil's continued progress and wellbeing.

## Teaching Pupils with Special Educational Needs

### Universal Provision

At Northwick Manor Primary School, pupils with Special Educational Needs and Disabilities (SEND) are taught primarily through high-quality universal provision, which is available to all learners. Teaching is inclusive in design and underpinned by strong classroom practice that meets a wide range of needs using the high quality first teaching principles in the Rivers Teacher toolkit.

Class teachers are responsible and accountable for the progress of all pupils in their class, including those with SEND. Lessons are carefully planned and adapted for all learners through the use of effective resources, scaffolding, visual supports, clear modelling, and opportunities for overlearning and reinforcement.

Teachers employ a range of reasonable adjustments to support access to the curriculum, such as flexible grouping, additional processing time, adapted questioning, and the use of assistive resources where appropriate. Consistent classroom routines and a calm, structured learning environment support pupils' engagement, independence, and emotional wellbeing.

As part of our universal provision, we implement the Word Aware approach to support pupils in developing a broad and rich vocabulary, enhancing their understanding and effective use of language. In addition, the Colourful Semantics approach is used across EYFS, Year 1 and Year 2 to support pupils in developing their sentence construction skills, both verbally and in written form.

### Targeted Provision

Targeted provision is implemented for pupils who require support that is additional to or different from high-quality universal provision. This support is informed by ongoing assessment and is designed to address specific areas of need, such as Reading, Writing, Maths, communication and interaction, or social and emotional development. Targeted



support may be delivered through short-term, evidence-based interventions, delivered individually or in small groups, and is carefully planned and monitored by the class teacher in collaboration with the SENCO.

Interventions are delivered by trained staff and are time-limited, with clear entry and exit criteria. Progress is reviewed regularly to evaluate impact and determine next steps, which may include adjustments to provision, continuation of support, or a return to universal provision. Parents and carers are informed of targeted support in place and are involved in the review process as appropriate.

### **Specialist Provision**

Specialist provision is provided for a small number of pupils with significant and complex needs, where targeted support alone is insufficient to secure progress. This level of provision is typically supported by advice, assessment, or direct involvement from external specialist services, and may be formalised through an Education, Health and Care Plan (EHCP).

Provision at this level is highly individualised and may include specialist programmes, specific therapeutic approaches, personalised support strategies or personalised timetables delivered by appropriately trained staff. The SENCO works closely with external professionals, teaching staff, and families to ensure that specialist provision is implemented effectively and reviewed regularly. Outcomes and provision are reviewed in line with statutory requirements, ensuring that support remains appropriate and enables pupils to make progress academically, socially, and emotionally.

### **Adaptations to the Learning Environment**

At Northwick Manor Primary School we aim to support all of our learners including those with SEND and make adaptations to the curriculum so that all learners can take part and succeed. Staff adapt planning, tasks and resources effectively so that all learners can access the curriculum at their own ability and to ensure that all pupils are fully included in all aspects of school life.

Where activities take place beyond the school setting, appropriate risk assessments and site visits are undertaken, and careful consideration is given to how the activity can be adapted to meet individual needs. This includes adaptations and modifications to tasks, environment and ensuring that suitable staffing arrangements are in place so that all pupils are able to participate safely and meaningfully.

### **Staff Development**

We value the importance of high-quality professional development for all our staff. During the academic year 2025-2026, staff have received Autism awareness training from the complex communication team, continuous speech and language training by the NHS speech and language service, zones of regulations training, SEND the code of practice and the four areas of need, writing effective IEPs, sensory circuits training and effective



adaptations – scaffolding. Maths Targeted intervention has also been delivered to one of our specialist Maths Teaching assistant.

## Engagement in Activities

### School Activities

Northwick Manor Primary School is a fully inclusive school committed to ensuring that all pupils are able to access and participate in every aspect of school life. We offer a broad and varied programme of extra-curricular clubs, available to all pupils during lunchtimes and after school. These include opportunities such as newspaper club, mindfulness, coding club, chess club, alongside a wide range of artistic, creative and sporting activities. In addition, pupils benefit from a comprehensive enrichment programme delivered within the school day. The breadth and diversity of these opportunities enable pupils to develop a wide range of skills and interests while promoting wellbeing, confidence and collaborative working skills. Further information about our enrichment provision is available on the school website.



### My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C.of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at Northwick Manor Primary School to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.

All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: [Rivers MEE Explained](#)

## Emotional and Social Development

Our pupils emotional wellbeing is paramount to our overall ethos at Northwick Manor Primary school. We provide a caring and nurturing approach, promoting good mental health and wellbeing. We use the 'zones or regulation' approach as our universal offer to help all pupils to identify how they are feeling. In addition, we provide a more targeted support to specific pupils through intervention following trauma informed practice. We



also commission the services of a psychotherapist on a weekly basis to support individual or small groups of pupils with their mental health.

To support pupils social development we offer targeted support at playtime and lunchtimes and also offer targeted intervention to develop social skills and social interaction as part of a small group.

## Evaluating the Effectiveness of Provision

We have robust procedures in place to evaluate the effectiveness of provision that we provide for our SEN learners. This includes, carrying out learning walks, pupil voice, work scrutinises and evaluating data. The trust provides support to the SENCO and the SLT team to ensure that we are always providing effective provision for our SEN pupils and carry out learning walks and work scrutinises to evaluate the impact of our provision. In addition, the trust facilitates regular SENCO network meetings, providing professional support, guidance and ensuring that the SENCO remains up to date with current developments, research and approaches in SEND.

## Engaging with External Agencies

To secure further specialist expertise, Northwick Manor Primary school will often consult and liaise with external agencies including:

Advisory Services (LA/Other)	NHS Services	Social Care
<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist Advisory Teachers</li> <li>• Sensory Support Team (VI and HI Teachers)</li> <li>• Complex Communication and Autism Team (CCAT)</li> <li>• Learning Support Services (LSS)</li> <li>• Perryfields Pru</li> <li>• Physical outreach service</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• School Health Nurse</li> <li>• Hospital Consultants/Pediatricians</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Social Workers</li> <li>• Early Help</li> <li>• MST</li> </ul>



When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

## Local Offer Contribution

Our school may serve pupils from a number of different local authorities. Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	<a href="#"><u>Birmingham City Council Local Offer Information</u></a>
Dudley	<a href="#"><u>Dudley Council Local Offer Information</u></a>
Sandwell	<a href="#"><u>Sandwell Metropolitan Borough Council Local Offer Information</u></a>
Walsall	<a href="#"><u>Walsall Council Local Offer Information</u></a>
Wolverhampton	<a href="#"><u>City of Wolverhampton Council Local Offer Information</u></a>
Worcestershire	<a href="#"><u>Worcestershire County Council Local Offer Information</u></a>

## Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the school SENCO – Mrs K Harrison
- Discuss the concern with the school Headteacher – Miss K Nijjar.

Should the concern still not be resolved, The Rivers C.of E. Academy Trust Complaints Policy is published on the school website and can be followed.